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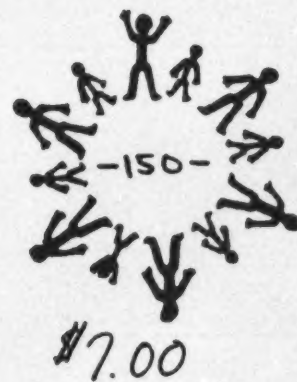
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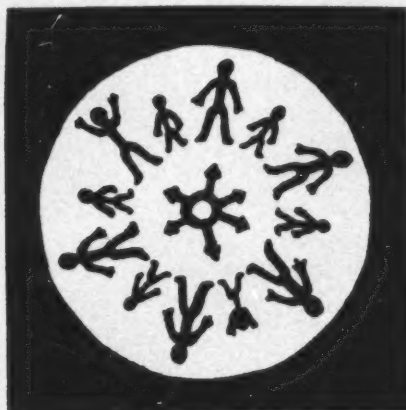
ABSTRACT

This is the final in a series of evaluative documentations on the 1976 Teacher Corps Conference. It is based on an extensive review of the information submitted on pre- and post-conference assessment forms, on individual session forms, on project team forms, and on extensive and numerous written comments. The focus of the critique was to analyze the utility of the conference for project teams in learning about (a) Teacher Corps, (b) expectations about roles, (c) improved or additional content for projects, (d) products that could be used only by the project, and (e) procedures that should be used by individuals and projects. Ten recommendations summarize the findings: (1) The National Conference should last no more than four days; (2) Specific learning and consolidation activities must be provided for all; (3) Projects and individuals should be told that they are expected to arrange their own time to allow for planning, thinking, talking, and reflecting; (4) The National Conference should provide sessions to assist projects in designing follow-up activities that are beyond typical discussion and meeting modes; (5) The parity of the Community in project planning, implementation, curriculum development, evaluation, and documentation needs to be made more visible, even at the risk of decrease in professional content; (6) The Conference should continue to invite controversial and trend-setting presentors; (7) The purposes and design of the conference should be reiterated often; (8) The conference should continue its extensive documentation and evaluation processes; (9) Presentors should be aware of the intent of the conferences; and (10) the conference should exist. (MM)

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REPORT TO TEACHER CORPS PERSONNEL
ON THE 10th AND 11th CYCLE TEACHER CORPS
DEVELOPMENTAL CONFERENCE (July 18-23, 1976)



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October 1, 1976

U.S. DEPARTMENT OF HEALTH
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SP 010 781

Report to
Teacher Corps Personnel
on the 10th and 11th Cycle Teacher Corps
Developmental Conference (July 18-23, 1976)

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William L. Smith, Director
Teacher Corps, U. S. Office of Education

October 1, 1976

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Acknowledgements

This is the final in a series of evaluative documentations on the 1976 Teacher Corps Conference. During the Conference, an interim report was issued on Tuesday of the Conference week, a preliminary analysis of the complete Conference was presented Friday of the Conference week. This final report is based on an extensive review of the information submitted on the pre and post conference assessment forms, on the individual session forms, and on the project team forms. The information base for analysis is extensive, reasonably complete and quite direct. Extensive and numerous written comments were provided by many. This report is limited though by time, and by our ability to process reliably so much information without a computer.

Many individuals worked diligently and persistently to make this critique possible. Network Executive Secretaries were key to distributing and collecting all the forms. Mike Darcy was key to managing the data collection process and preliminary analysis. Pamela Bigelow and Kae Allen were key to organizing, posting, and preparing the material for final analysis. And the others listed all contributed mightily, particularly, Lolita Santiago who typed all night to get the preliminary analysis ready for presentation Friday morning and Kae Allen and Cindy Offner who typed the drafts and final copy of this report.

In the final analysis it was the participants themselves, the project directors, the planning team, Mr. Paul Collins, Ms. Beryl Nelson, Dr. Floyd Waterman, and Dr. William Smith who made the critique possible. We hope the report is useful to Teacher Corps, to projects, and to future conferences. Even at this stage some dicta and assertions can still be considered informal conjecture or hypothesis with speculation about intervening variables. We have attempted to err in the direction of participant response rather than interesting insight. We continue to feel that you as the participants in the process are best aware of the extent certain intervening variables have influenced the Conference

outcomes and expectations. We hope the report can serve as a frame of reference for your communicating these clarifications to Teacher Corps. We appreciate your cooperation and look forward to your comments. Incidentally, hard as we tried, we could not add the following to our analysis and would appreciate help in translation:

"Tungo! Yan Na'la'la' i chamorro"

(from comments on a Law and Education session.)

Roland Goddu
Edward Ducharme

A. Introduction

When Mr. Paul Collins, the erstwhile conference coordinator for the Teacher Corps, called in February 1976 we had hardly a notion of what was in store. The evaluation, critique, analysis and review of a five day interaction among 1100 persons is an exciting, complex, exhausting experience, especially when the design of the Conference is in the hands of a portion of the potential participants. This report is limited to the activities of the Conference; the documentation of the planning process is not included. Participant and team response to the events of the Conference as reported on the data collection instruments is the focus of this report.

We talked with a variety of Teacher Corps people about their expectations regarding the upcoming Conference. We were particularly concerned with their thoughts with respect to the content of the Conference and its evaluation. Their responses included the following:

(1) Impact:

- what impacts a team?
- what impacts people in the roles they hold?
- what impacts the way projects will be run?
- what impacts the content matter of the projects?
- what impacts the training practices of the projects?

(2) Communications:

- what communicates the Teacher Corps style?
- what communicates the legal expectations?
- what communicates the new directions and next trends?
- what communicates the context for growth? or death?
- what communicates traditions?

(3) Needs:

- what needs are not identified or served?
- what needs are over-saturated?
- what needs are pervasive?
- what needs are ignored?

The above were some of the major expectations or ideas people had about the Conference. With respect to the evaluation, assessment, or critique of the Conference, people were less specific. Perhaps deadened by their long personal histories of comments and reactions to conference-type experiences being ignored, they were either loathe to make suggestions or anxious to denigrate the possibility of any personal input being significant beyond the moment of reaction.

DEVELOPMENT CONCERNS:

We approached the data collection and analysis of the Conference with an awareness of some high expectations or demands from the content of the Conference by the participants and projects and their accompanying skepticism about the possibilities of our work being effective in the long run. We therefore set in motion a process that would involve a number of people from the very beginning.

Our first step was to set about designing a process for data collection and analysis which would:

- (1) focus on the exchange point between participant and Conference - the sessions;
- (2) provide context, climate, effect, and product clues about each session in a comparable, consistent manner;
- (3) require a selection by participants of what would be reported on;
- (4) raise the issue of evaluation/assessment to near redundancy.

The first draft of the critique was sent to the Conference Planning Group. It included:

- (1) tentative information collecting instruments;
- (2) flow chart of assessment activities in Conference;
- (3) flow chart of assessment reporting.

This preliminary draft was also reviewed and critiqued by the project directors planning group. Two major design requests were reported to us:

- (1) That the information collecting process focus on the project and use the network as the consolidating and transmitting mechanism;
- (2) That an instrument be designed to collect information about project specifics: team plans, reactions, expectations for the use of the Conference resources.

Written suggestions were received from a few directors suggesting a focus on the relation of Conference activities to assisting the clarification, development, or improvement of the approved objectives of an individual project.

Our second step was to review the comments and suggestions. The second draft was prepared and includes:

- (1) a session survey instrument
- (2) a project team plans survey instrument
- (3) a flow chart for collecting and processing forms
- (4) a flow chart for reporting to participants and projects

This draft was reviewed in detail with the Conference Planning Group. Each item and activity was reviewed, revised if necessary and approved. Final forms were prepared for approval by the Planning Group. Samples of the information collecting forms are attached as are the information collection flow charts. (Appendix A)

As the design tasks went on, the analysis and reporting questions became somewhat clearer. So did the focus of the critique. It became:

To analyze the utility of the conference for project teams in learning about

- . Teacher Corps*
- . expectations about roles*
- . improved or additional content for projects*
- . products that could be used by the project*
- . procedures that should be used by individuals and projects*

It was decided that individual and project as a team response would both be collected and reported on. Project teaming time was added to the Conference schedule.

Network Executive Secretaries were identified as those responsible for collection and distribution of forms. Also, the Conference Planning group made a key decision shortly before the Conference began; it decided to provide all Conference participants with a brief summary of findings before they left. This was done for a variety of reasons, not the least of which was to deal with the continuing issue of participant cynicism about the value and function of in-conference feedback.

THE REPORT:

This document is the final report of the Critique Process. It follows a preliminary analysis delivered by the Critique Team to Project Directors and Teacher Corps on Friday, the day after the conclusion of the Conference. Copies of that preliminary document are available from NEPTE. This report is composed of the following sections:

- (1) The Conference in General
- (2) Individuals' Reports on Sessions
- (3) Strands
- (4) Project Team Reports on Sessions
- (5) Pre-Post Observations
- (6) General Observations and Recommendation

Since any critique is as valuable as it is responsive, your comments, suggestions, and clarifications are welcomed.

B. The Conference Arrangements in General

There is wide acceptance of the fact of a National Conference. This may be merely a result of societal expectations about the need for large organizations to get together annually and share in some tribal rituals. No matter. The point is that a detailed reading of the reports reveals no hostility, animosity, or even reluctance about having a Conference.

Negative feelings, when they are expressed, tend to cluster around such issues as place, arrangements, intent, choice of speakers, physical comfort, hidden agendas, and personal meaning. Some of these will be addressed in other parts of this report; in this section we will comment on place, arrangements, and physical comfort.

"Place" refers to both the choice of Washington and the Hilton itself. This Conference probably had no more than its share of the "why here in Washington" feelings that the choice of any city would have elicited. Yet the fact that this question is always raised no matter where a national group chooses to meet suggests that something be done to invite further input. There is probably enough in the way of national mailings requiring response that an early opportunity for participants to choose a site should be provided. A simple tabulation could be done and a choice indicated. Such a move would deflect criticism of the place chosen to the group itself, a happy phenomenon. Food was most negatively noted, particularly service for those with special dietary requirements.

The logistical arrangements came in for a fair share of observations. People generally did not appreciate it when meeting times were changed, when speakers did not show up at the right place and on time, when meeting rooms were either too small or too large,

when sessions of great interest were run simultaneously, when content failed to match titles and description of sessions. These are the risks, some would argue the inevitable results, of large conferences. A significant number of highly complimentary comments were made about the logistical organizing efforts of those who put the Conference together. Many repeaters indicated significant improvement from the 1975 to 1976 conferences.

The matter of physical comfort is of predictable importance to people. Both the declining numbers as the weeklong sessions wore on and occasional comments suggest that the Conference was too long. Not too large, too long. In addition, sessions which combine food and lengthy discourse -- however inspiring or boring -- are unwelcome and perhaps inconsiderate. Finally, some of the sessions themselves were simply too long for comfort.

Before we leave these general comments on the Conference, we should add that, in addition to the many forms we collected data on we also talked with many people on Friday morning. These informal sessions revealed that despite the implied and stated criticism of these last few paragraphs, people were still generally positive. "Yeah, it was too long, but it was pretty good." That kind of remark typified the response we got in those last hours.

C. Individual Participant Reports on Sessions

BACKGROUND

The remarks in this section deal with two kinds of groupings, the large general sessions and a number of the smaller sessions or strands as they were called during the Conference.

Each participant was invited to complete a rating sheet on as many sessions as they desired which included the opportunity to react to the presentation, content, facilities, timing, and presenter. We will be presenting observations concerned primarily with participants' reactions to the content, their own sense of involvement, and their word choices to describe what they learned and the "climate" of the presentation.

The participants were asked to circle as many choices as applied in answer to the question "What have you learned at session?" These categories were:

1. attitude
2. concept
3. process
4. application
5. material
6. other

The request to circle as many as apply acknowledges that these categories overlap. What is important in understanding these choices is that awareness directed sessions would have high attitude and concept rating and that skill development directed sessions would have high application ratings.

The participants were also asked to rate the climate of the session by circling as many as applied of the following:

open	relevant	usable
relevant	stimulating	provocative
difficult	informative	dull
boring	irrelevant	unnecessary
responsive	insightful	other _____

Again, the request to circle as many as apply acknowledges the overlap in meaning in these words. What is important to note is that for awareness sessions, words such as stimulating and informative would be selected, for skill sessions, words like helpful and relevant would be selected, and that for generally poor sessions, words like dull and boring would be selected.

Also, we did not record attendance figures for any sessions except meal related sessions. The numbers reported here are percentages of participants who chose to rate a session. The sessions are rated by those who felt it important to rate them, not necessarily by everyone who attended. This means one should read the number with some caution and as indicative of trend, not as reliable and valid for all attendees.

GENERAL SESSIONS:

The following is a summary chart of reactions to the large group presentations with percentages of responses indicated. Where specific climate description responses were less than 30%, we have not included them. Full data, including individual participant reaction sheets, are available upon request at the central office of the New England Program in Teacher Education. The chart includes the name of the session and the speaker(s). Under Content and Involvement are the percentages of participants who rated these items on a scale from one to five with five being high. The words Learning and Climate are the categories under which participants recorded their response by checking as many words as applied.

TABLE I - PARTICIPANT RATING OF GENERAL SESSIONS

SESSION	CLIMATE (above 30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
Opening Session Smith/Jackson	Stimulating 75% Relevant 46% Informative 46% Open 34%	84%	51%	Attitude 75% Concept 51% Process 21% Application 16% Material 2% Other 2%
Luncheon (Monday) Platt	Stimulating 51% Informative 40% Relevant 32%	68%	45%	Attitude 53% Concept 38% Process 7% Application 8% Material 2% Other 1%
General Session (Monday) Cronin	Informative 49% Stimulating 46% Relevant 37%	61%	34%	Attitude 51% Concept 35% Process 10% Application 9% Material 9% Other 8%
General Session (Tuesday) Kemble/Darland	Informative 44% Dull 43% Boring 40%	30% 50%(1+2)	37% 69%(1+2)	Attitude 52% Concept 30% Process 9% Application 5% Material 4% Other 19%
General Session (Wednesday) Mann	Informative 51% Relevant 50% Stimulating 47% Helpful 33%	94%	50%	Attitude 51% Concept 55% Process 23% Application 15% Material 8% Other 1%
Luncheon (Wednesday) Pantoja	Relevant 45% Informative 45% Stimulating 33%	59%	35%	Attitude 63% Concept 49% Process 3% Application 3% Material 3% Other 1%
Luncheon (Thursday) Wood	Informative 60% Helpful 31%	64%	29% 35%(1+2)	Attitude 15% Concept 35% Process 21% Application 9% Material 15% Other 1%

In most instances, the figures speak for themselves. Certainly, by any interpretation, the remarks of Smith/Jackson and Mann received enthusiastic responses; the NEA/AFT session generated minimal positive response and the others were in the middle.

There is, however, an important observation hiding in the figures in the Learning column. Conferences, by their nature, deal with both feeling (attitude) and information (concept and process). Most of the speakers reached their audiences in attitude (75, 53, 51, 61, 55, and 63%); only three speakers evoked a process response of more than 20%. Except for the Sunday Night kick-off session, only one speaker (Mann) had a high combined process, concept, and attitude. These figures suggest strongly that the affective sides of participants are being appealed to much more heavily than the cognition or, less kindly, that new information, knowledge, or skills were not much in evidence at general sessions.

An example from the smaller sessions or strands reinforces this point. We looked at the data from Strand XVIII (Hersh) in this respect because the written comments had been so enthusiastic. The learning ratings here were: concept - 89%, attitude - 75%, and process - 68%. Also more positive climate words were noted than for any other strand. The point seems clear: An effective presentation for training and teaching purposes will be reflected in concept and process growth as well as attitude. This same observation is true for Session #28 - Situational Leadership and the Human Side of the Organization (Schwahn), where all positive climate words and all learning items were noted by over 60% of the attendees.

The following General Session reporting patterns demonstrate the decrease in reporting daily on large group sessions except where a known and exciting expert was presenting (Mann at Wednesday General Session).

TABLE II - NUMBER REPORTING ON GENERAL SESSIONS

	<u>Number Reporting</u>	<u>Number Attending</u>
Sunday Opening Session	617	
Monday General Session	581	
Monday Luncheon Session	437	1,179
Tuesday General Session	595	
Wednesday General Session	614	
Wednesday Luncheon Session	430	1,073
Thursday Luncheon Session	420	989

ROLE GROUP SESSIONS:

The following charts report the ratings of the Monday Role Group sessions. They are organized as are all the session rating reports, Role Group, percentage rating Content and Involvement high (4 or 5), Climate descriptors rated over 30%, percentage rating Learning descriptors.

TABLE III - PARTICIPANT RATING OF ROLE GROUP SESSIONS

ROLE GROUP	CLIMATE (above .30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
Program Development Specialist	Informative 57% Open 47% Helpful 36% Usable 30%	42%	26%	Attitude 15% Concept 10% Process 36% Application 21% Material 26%
Special Education Specialist	Usable 66% Informative 53% Relevant 40% Open 33%	53%	26%	Attitude 13% Concept 53% Process 40% Application 33% Material 33%

TABLE III (Continued)

ROLE GROUP	CLIMATE (above 30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
Principals and Site Coordinators	Helpful 72% Open 68% Relevant 56% Informative 52% Usable 52% Stimulating 44% Responsive 32%	80%	76%	Attitude 44% Concept 36% Process 52% Application 48% Material 32%
Community Coordinators	Helpful 70% Informative 55% Open 50% Relevant 45% Stimulating 40% Usable 40%	70%	70%	Attitude 35% Concept 50% Process 35% Application 40% Material 40%
Deans	Informative 62% Relevant 43% Helpful 37% Open 31%	50%	80%	Attitude 6% Concept 43% Process 37% Application 18% Material 37%
Interns	Open 80% Stimulating 60% Informative 40% Usable 40% Relevant 30%	50%	70%	Attitude 60% Concept 20% Process 30% Application 10% Material 20%
Teachers	Open 74% Helpful 51% Stimulating 51% Informative 51% Relevant 44% Usable 33%	59%	70%	Attitude 62% Concept 25% Process 29% Application 33% Material 7%
Directors	Open 40% Boring 40% Helpful 40% Relevant 30%	25%	25%	Attitude 5% Concept 35% Process 45% Application 20% Material 5% Nothing 20%

TABLE III (Continued)

ROLE GROUP	CLIMATE (above 30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
Team Leaders	Open 80% Relevant 70% Helpful 65% Informative 65% Stimulating 40% Responsive 35% Usable 30%	80%	90%	Attitude 20% Concept 35% Process 50% Application 40% Material 25%
School Community Council Chairperson	Informative 46% Open 38% Helpful 38% Usable 30%	38%	53%	Attitude 53% Concept 23% Process 40% Application 8% Material 23%
State Education Agency Representative	Open 66% Helpful 44% Informative 44% Relevant 33% Usable 33%	88%	88%	Attitude 44% Concept 44% Process 33% Application 22% Material 11%

The following observations can be made about the Monday Role Group Sessions. The highest rated sessions were those organized for: Team Leaders, Principals and Site Coordinators, and State Education Agency Representatives. Those sessions receiving the lowest ratings were those organized for Project Directors, School Community Council Chairpersons, and Program Development Specialists. Special note should be taken of the percentage of directors rating their session boring - 40% or nothing - 20%. Also of note is the fact that 20% of the PDS group rated their session nothing. This may be continuing evidence of the need to provide Project Director and Program Development Specialist sessions that inform or involve a new, returning, experienced and continuing director or PDS differentially.

The following chart indicates which Role Group sessions received the highest rankings on selected climate descriptors:

TABLE IV - HIGHEST RATED ROLE GROUP SESSIONS

<u>Descriptor</u>	<u>Role Group with Highest Ranking</u>
INFORMATIVE, RELEVANT	Team Leaders
HELPFUL	Principals
USABLE	SPED Educators

SKILLS SESSIONS:

The following is a summary chart of attendees' ratings of the Monday Skill Sessions. Where specific climate description responses were less than 30%, we have not included them. Also we report only the high ranking (4 or 5) Content and Involvement ratings for each session. The chart includes the session number, title, the percentage of high (4 and 5) rankings on Content and Involvement, and the percentage of attendees (sample) selecting a word under Climate or a descriptor under Learning.

TABLE V - PARTICIPANT RATING OF SKILL SESSIONS

TITLE	CLIMATE (above 30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
#1- <u>In-School Leadership Style and School Effectiveness</u> (Tanner)	Helpful 75% Relevant 66% Stimulating 66% Informative 50% Usable 50% Open 41% Responsive 33% Insightful 33%	83%	75%	Attitude 50% Concept 66% Process 66% Application 41% Material 58%
#2- <u>Utilizing "Mastery Teaching" in the Classroom</u> (Okey, et.al.)	Relevant 75% Open 56% Helpful 50% Usable 50% Informative 43%	68%	56%	Attitude 18% Concept 50% Process 68% Application 43% Material 50%

TABLE V (Continued)

TITLE	CLIMATE (above 30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
#3- <u>Planning Skills for In-Service Teacher Education Program Development</u> (Cady/Patrick)	Relevant 50% Boring 37%	12%	25%	Attitude 12% Concept 25% Process 37% Application 0% Material 12%
#4- <u>Utilizing Interpersonal and Group Process Skills to Affect Teaming</u> (Crow)	Open 66% Informative 50%	50%	83%	Attitude 16% Concept 50% Process 50% Application 83% Material 0%
#5- <u>Reading is Fundamental</u> (Gilbert-Peterson)	Helpful 63% Informative 63% Open 45% Relevant 45% Usable 36%	45%	27%	Attitude 18% Concept 27% Process 54% Application 72% Material 45%
#6- <u>Community Advisory Councils</u> (Cerde)	Stimulating 75% Difficult 50% Informative 50% Dull 50%	50%	50%	Attitude 25% Concept 0% Process 25% Application 25% Material 25%
#7- <u>Dissemination/Diffusion</u> (Peterson/Phillips)	Open 75% Informative 75% Relevant 50%	62%	27%	Attitude 14% Concept 38% Process 75% Application 62% Material 50%
#8- <u>The Dynamics of the School-Community Council</u> (Anshutz, et.al.)	Open 55% Helpful 38% Relevant 33% Usable 33%	27%	38%	Attitude 27% Concept 33% Process 50% Application 38% Material 11%

TABLE V (Continued)

TITLE	CLIMATE (above 30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
#9- <u>Planning and Needs Assessment for Bilingual/Bicultural Teacher Corps</u> (Martinez)		25%	25%	Attitude 25% Concept 0% Process 25% Application 50% Material 25%
#10- <u>A Grass-roots Model for the Development of In-Service Education</u> (Tryon)	Usable 57% Open 42% Helpful 42% Informative 42%	42%	71%	Attitude 28% Concept 14% Process 57% Application 71% Material 28%
#11- <u>Inter-Agency Cooperation for Community Education</u> (Tremper/Englund)	Open 66% Helpful 66% Informative 66% Relevant 50% Stimulating 50% Usable 50% Insightful 33%	66%	83%	Attitude 17% Concept 50% Process 66% Application 33% Material 50%
#12- <u>The Development of Suggested Criteria for State Review of Teacher Corps Proposals</u> (Kent)	Open 83% Relevant 33% Helpful 33%	83%	83%	Attitude 17% Concept 17% Process 66% Application 66% Material 0%
#13- <u>Guidelines for Maximizing the Utilization of Personnel Resources toward Mission Objectives</u> (Hunter)	Usable 60% Informative 40% Open 40%	60%	60%	Attitude 40% Concept 60% Process 60% Application 60% Material 20%

TABLE V (Continued)

TITLE	CLIMATE (above 30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
#14- <u>Confront-</u> <u>ing the</u> <u>Future in</u> <u>Education</u> (Brady)	Open 55% Relevant 44% Helpful 44% Stimulating 44% Informative 33%	55%	55%	Attitude 33% Concept 33% Process 33% Application 0% Material 66%
#15- <u>Reading</u> <u>in Group</u> <u>and Indi-</u> <u>vidual</u> <u>Settings</u> (Smith/ McDonald)	Open 54%	36%	36%	Attitude 9% Concept 45% Process 45% Application 18% Material 0%
#16- <u>An Over-</u> <u>view of</u> <u>Basic Manage-</u> <u>ment Skills</u> <u>of the Team</u> (Carter)	Open 46% Informative 46% Helpful 33%	53%	26%	Attitude 35% Concept 46% Process 46% Application 20% Material 20%
#17- <u>Cognitive</u> <u>Styles and</u> <u>Cognitive</u> <u>Development</u> <u>in Bilingual</u> <u>Education</u> (Valencia)	Open 75% Informative 37%	37%	37%	Attitude 0% Concept 62% Process 25% Application 25% Material 12%
#18- <u>Building</u> <u>Consultation</u> <u>Skills for</u> <u>Collaboration</u> (Levin/ Van Ryn)	(NO RATINGS SUBMITTED)			
#19- <u>Resources</u> <u>for the</u> <u>Community</u> <u>Coordinator</u> (Tobias/Woods)	Informative 60% Open 50% Helpful 50% Usable 50% Stimulating 30%	60%	70%	Attitude 30% Concept 50% Process 60% Application 40% Material 60%

TABLE V (Continued)

TITLE	CLIMATE (above 30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
#20- <u>Small Group Process</u> (Tobias/ Woods)	Informative 75% Provocative 75% Open 62% Helpful 50% Stimulating 37%	87%	62%	Attitude 12% Concept 37% Process 75% Application 37% Material 50%
#21- <u>System-Building Problems in Teacher Corps Projects</u> (Miles/ Feistritzer)	Informative 75% Helpful 75% Open 62% Relevant 50% Stimulating 50% Insightful 50% Usable 50%	87%	75%	Attitude 25% Concept 25% Process 75% Application 50% Material 37%
#22- <u>CBTE: Is It Worth the Effort?</u> (Stough/ et.al.)	Open 50% Helpful 50% Relevant 40% Informative 30%	70%	40%	Attitude 40% Concept 50% Process 30% Application 40% Material 50%
#23- <u>Can Interns and Experienced Teachers Really be Clients of the Same Teacher Corps Project?</u> (Hite)	Helpful 50% Open 40% Relevant 30% Boring 30%	40%	40%	Attitude 20% Concept 40% Process 30% Application 30% Material 10%
#24- <u>Teacher Education and the Community Coordinator</u> (Masla)	Helpful 66% Informative 66% Open 46% Relevant 40% Stimulating 40%	53%	40%	Attitude 40% Concept 40% Process 60% Application 53% Material 33%
#25- <u>Developing the Potential of Teaching Aides on the Teacher Corps Team</u> (Heffernan-Cabrera)	Open 66% Relevant 66% Stimulating 66% Informative 66% Usable 50%	66%	83%	Attitude 33% Concept 83% Process 66% Application 50% Material 50%

TABLE V (Continued)

TITLE	CLIMATE (above 30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
#26- <u>Special Education Demonstration</u> (Barry)	Informative 59% Open 50% Relevant 40% Helpful 31% Stimulating 31%	50%	59%	Attitude 22% Concept 50% Process 54% Application 31% Material 18%
#27- <u>Keeping Afloat in an Educational Environment: Coping with Your Constituencies</u> (Zirkel, et.al.)	Helpful 50% Usable 50%	83%	33%	Attitude 0% Concept 17% Process 50% Application 50% Material 33%
#28- <u>Situational Leadership and the Human Side of the Organization</u> (Schwahn)	Informative 100% Relevant 80% Usable 80% All other positive words 60% all negative words 0%	80%	80%	Attitude 60% Concept 100% Process 80% Application 60% Material 60%
#29- <u>Early Assessment and Training in Reasoning and Problem-Solving in Pre-Schoolers with Special Needs</u> (Morrow/McBride)	Relevant 60% Informative 60% Usable 50% Open 40% Helpful 40% Insightful 30%	70%	30%	Attitude 30% Concept 60% Process 60% Application 60% Material 40%
#30- <u>Using a Discrepancy Evaluation Model in a Teacher Corps Project</u> (Steinmetz)	Helpful 67% Informative 50% Relevant 50% Open 42% Stimulating 42% Usable 33%	67%	50%	Attitude 8% Concept 58% Process 75% Application 75% Material 25%

TABLE V (Continued)

TITLE	CLIMATE (above 30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
#31- <u>Reading</u> <u>Diagnosis:</u> <u>More Than A</u> <u>Test Score</u> (Mangieri)	Helpful 100% Informative 90% Usable 80% Relevant 70% Open 60% Stimulating 30%	70%	50%	Attitude 20% Concept 20% Process 50% Application 50% Material 50%
#32- <u>Schools and</u> <u>Youth: Confron-</u> <u>tation or</u> <u>Resolution?</u> (Carroll)	Open 50% Informative 40%	60%	30%	Attitude 30% Concept 30% Process 20% Application 30% Material 30%
#33- <u>A Collab-</u> <u>orative Devel-</u> <u>opment in Pre-</u> <u>Service and</u> <u>In-Service</u> <u>Teacher</u> <u>Education</u> (Orman)	Open 60% Relevant 30% Helpful 30% Informative 30%	40%	30%	Attitude 20% Concept 40% Process 70% Application 30% Material 10%
#34- <u>Imple-</u> <u>menting</u> <u>Community</u> <u>Projects in</u> <u>a Multi-</u> <u>Cultural</u> <u>Setting</u> (Alacorn/Sanchez)	Open 80% Helpful 80% Informative 70% Relevant 60% Usable 50% Responsive 40% Stimulating 40%	80%	70%	Attitude 30% Concept 50% Process 50% Application 50% Material 60%
#35- <u>Helping</u> <u>People Help</u> <u>Themselves</u> (Edwards)	Open 77% Helpful 77% Stimulating 55% Relevant 44% Responsive 44% Informative 44% Usable 44%	55%	77%	Attitude 44% Concept 55% Process 66% Application 55% Material 33%

TABLE V (Continued)

TITLE	CLIMATE (above 30%)	CONTENT (4+5)	INVOLVEMENT (4+5)	LEARNING (all items)
#36- <u>Workshop:</u> <u>Proposal</u> <u>Writing</u> (Thompson)	Informative 77% Open 66% Relevant 66% Helpful 66% Usable 55% Responsive 33%	77%	55%	Attitude 11% Concept 33% Process 44% Application 33% Material 66%
#37- <u>Teaching</u> <u>Natural Sci-</u> <u>ence Through</u> <u>the Utiliza-</u> <u>tion of</u> <u>Learning</u> <u>Centers with</u> <u>Bilingual</u> <u>(Biliterate)</u> <u>Children in</u> <u>Elementary</u> <u>Grades</u> (Medina)	Open 50% Relevant 50% Helpful 50% Usable 50% Stimulating 37% Informative 37%	87%	75%	Attitude 37% Concept 50% Process 87% Application 62% Material 87%
#38- <u>All Alone</u> <u>or Part of a</u> <u>Team?</u> (Tyrrell)	Open 60% Informative 55% Helpful 40% Usable 40% Stimulating 30%	70%	80%	Attitude 50% Concept 20% Process 30% Application 60% Material 40%
#39- <u>Starting</u> <u>Up in a New</u> <u>School in a</u> <u>Complex Urban</u> <u>Environment</u> (Sexter, et.al.)	Open 75% Relevant 62% Helpful 50% Stimulating 50% Informative 37% Usable 37%	100%	87%	Attitude 62% Concept 62% Process 100% Application 75% Material 37%
#40- <u>Community</u> <u>Dynamics</u> (Kent)	Open 37% Relevant 37% Helpful 37% Informative 37% Usable 37%	62%	62%	Attitude 13% Concept 75% Process 62% Application 25% Material 25%
#41- <u>Changing</u> <u>Sex Role</u> <u>Stereotypes</u> (Bryant/ Morine)	Relevant 60% Open 50% Helpful 30% Informative 30% Usable 30%	80%	50%	Attitude 50% Concept 50% Process 20% Application 50% Material 40%

The following observations can be made about the Monday Skill Sessions. While the number of persons rating individual sessions varied among the very small, small, medium, and very few large sessions, attendance at a given session tended to be by the role group one would expect. This suggests that most projects assigned team members to sessions that were related to that member's role needs and that the planning process provided sufficient diversity to meet these needs. Only Skill Session #2, Utilizing "Mastery Teaching" in the Classroom (Okey, et.al.), had a significant distribution of attendees across role groups. It is interesting to note that project reports note high impact by this session. In any event small sessions had the predictable highest impact on attendees - #31, Reading Diagnosis: More Than a Test Score (Mangieri), #28, Situational Leadership and the Human Side of the Organization (Schwahn), #21, System-Building Problems in Teacher Corps Projects (Miles/Feistritzer) - while some very small sessions were rated lowest - #9, Planning and Needs Assessment for Bilingual-Bicultural Teacher Corps Community Projects (Martinez), and #3, Planning Skills for In-Service Teacher Education Program Development (Cady/Patrick).

The following sessions by topic, description or subject matter tended to attract one role group predominantly. Certainly some were consciously designed for this purpose, others seem to have had broader audiences in mind than those who chose to attend and rate the sessions.

TABLE VI - SESSIONS WHERE RATING WAS MADE PREDOMINANTLY BY ONE ROLE GROUP

Skill Session	Role Group
#1 In-School Leadership Style and School Effectiveness	PRINCIPALS
#2 Utilizing "Mastery Teaching" in the Classroom	TEACHER
#3 Planning Skills for In-Service Teacher Education Program Development	SEA REPRESENTATIVE

TABLE VI (continued)

Skill Session	Role Group
#5 Reading is Fundamental	TEACHER
#6 Community Advisory Council	SCHOOL COMMUNITY COUNCIL CHAIRPERSON
#8 The Dynamics of the School-Community Council	SCHOOL COMMUNITY COUNCIL CHAIRPERSON AND COMMUNITY COORDINATOR
#11 Inter-Agency Cooperation for Community Education	COMMUNITY COORDINATOR
#15 Reading in Group and Individual Settings	TEACHER
#16 An Overview of Basic Management Skills of the Team	TEAM LEADER
#19 Resources for the Community Coordinator	COMMUNITY COORDINATOR
#20 Small Group Process	SCHOOL COMMUNITY COUNCIL CHAIRPERSON
#21 System-Building Problems in Teacher Corps Projects	PROGRAM DEVELOPMENT SPECIALIST DIRECTOR
#22 CBTE: Is It Worth the Effort?	PROGRAM DEVELOPMENT SPECIALIST DIRECTOR
#23 Can Interns and Experienced Teachers Really Be Clients of the Same Teacher Corps Project?	TEAM LEADER AND TEACHER
#24 Teacher Education and the Community Coordinator	COMMUNITY COORDINATOR
#26 Special Education Demonstration	SPECIAL EDUCATOR
#30 Using a Discrepancy Evaluation Model in a Teacher Corps Project	PROGRAM DEVELOPMENT SPECIALIST

TABLE VI (continued)

Skill Session	Role Group
#32 Schools and Youth: Confrontation or Resolution?	PRINCIPAL
#34 Implementing Community Projects in a Multi-Cultural Setting	COMMUNITY COORDINATOR
#36 Workshop: Proposal Writing	DIRECTORS
#40 Community Dynamics	SCHOOL COMMUNITY COUNCIL CHAIRPERSON
#41 Changing Sex Role Stereotypes	TEACHER
Project Teaming Session	DEANS

Certain Sessions had a significant number of raters reporting a Low or Inappropriate Time for the Session - #1, In-School Leadership Style and School Effectiveness, #2, Utilizing "Mastery Teaching" in the Classroom, #10, A Grassroots Model for the Development of In-Service Education, and #13, Guidelines for Maximizing the Utilization of Personnel Resources Toward Mission Objectives. Of particular note are Sessions #1 and #2 which seem to have had high value and high interest to attendees. Sessions reported as in Poor or Inappropriate Space were #5, Reading is Fundamental, #15, Reading in Group and Individual Settings, #16, An Overview of Basic Management Skills of the Team, #31, Reading Diagnosis: More Than a Test Score, #32, Schools and Youth: Confrontation or Resolution?, #38, All Alone or Part of a Team?, and #39, Starting Up in a New School in a Complex Urban Environment.

Participants who rate given sessions ranked the following sessions highest:

TABLE VII - HIGHEST RANKING SKILLS SESSIONS

CONTENT	
<u>Small</u>	
#39 - Starting Up in a New School in a Complex Urban Environment	
#20 - Small Group Process	
#21 - System-Building Problems in Teacher Corps Projects	
#37 - Teaching Natural Science Through the Utilization of Learning Centers with Bilingual (Biliterate) Children in the Elementary Grades	
<u>Medium</u>	
# 1 - In-School Leadership Style and School Effectiveness	
#34 - Implementing Community Projects in a Multi-Cultural Setting	
#41 - Changing Sex Role Stereotypes	
<u>Large</u>	NONE

INVOLVEMENT	
<u>Small</u>	
#39 - Starting Up in a New School in a Complex Urban Environment	
# 4 - Utilizing Interpersonal and Group Process Skills to Affect Teaming	
#11 - Inter-Agency Cooperation for Community Education	
#25 - Developing the Potential of Teaching Aides on the Teacher Corps Team	
<u>Medium</u>	
#38 - All Alone or Part of a Team?	
# 1 - In-School Leadership Style and School Effectiveness	
#34 - Implementing Community Projects in a Multi-Cultural Setting	
<u>Large</u>	
#26 - Special Education Demonstration	

TABLE VIII - HIGHEST RATING ON CLIMATE DESCRIPTORS

Informative

- #28 - Situational Leadership and the Human Side of the Organization
- #31 - Reading Diagnosis: More Than a Test Score
- #36 - Workshop: Proposal Writing

Helpful

- #31 - Reading Diagnosis: More Than a Test Score
- #34 - Implementing Community Projects in a Multi-Cultural Setting
- #35 - Helping People Help Themselves

Relevant

- #28 - Situational Leadership and the Human Side of the Organization
- # 2 - Utilizing "Mastery Teaching" in the Classroom
- #31 - Reading Diagnosis: More Than a Test Score

Usable

- #28 - Situational Leadership and the Human Side of the Organization
- #31 - Reading Diagnosis: More Than a Test Score
- #13 - Guidelines for Maximizing the Utilization of Personnel Resources
Toward Mission Objectives

Clearly these members suggest impact on those participants who attended sessions #1, In-School Leadership Style and School Effectiveness, #34, Implementing Community Projects in a Multi-Cultural Setting, #31, Reading Diagnosis: More Than a Test Score, and #28, Situational Leadership and the Human Side of the Organization. Excellent small size sessions have an expected high impact. Some medium size sessions also have impact when attitude appeal is high along with process, concept and/or material ratings.

TABLE IX - SESSIONS RANKED HIGHEST ON LEARNING BY
HIGHEST PERCENTAGE OF ATTENDEES

<u>A. PROCESS</u>	
#39 - Starting Up in a New School in a Complex Urban Environment	100%
#37 - Teaching Natural Science Through the Utilization of Learning Centers with Bilingual (Biliterate) Children in the Elementary Grades	87%
#28 - Situational Leadership and the Human Side of the Organization	80%
#7 - Dissemination/Diffusion	75%
#20 - Small Group Process	75%
#21 - System-Building Problems in Teacher Corps Projects	75%
#30 - Using a Discrepancy Evaluation Model in a Teacher Corps Project	75%
<u>B. CONCEPT</u>	
#28 - Situational Leadership and the Human Side of the Organization	100%
#25 - Developing the Potential of Teaching Aides on the Teacher Corps Team	83%
#40 - Community Dynamics	75%
<u>C. APPLICATION</u>	
#4 - Utilizing Interpersonal and Group Process Skills to Affect Teaming	83%
#30 - Using a Discrepancy Evaluation Model in a Teacher Corps Project	75%
#39 - Starting Up in a New School in a Complex Urban Environment	75%
<u>D. MATERIAL</u>	
#37 - Teaching Natural Science Through the Utilization of Learning Centers with Bilingual (Biliterate) Children in the Elementary Grades	87%
<u>E. ATTITUDE</u>	
NONE above 75% highest	
#39 - Starting Up in a New School in a Complex Urban Environment	62%
#28 - Situational Leadership and the Human Side of the Organization	60%
#38 - All Alone or Part of a Team?	50%

STRANDS:

This section is organized in the same manner as the General Session, Role Group, and Skill Session reports. Sub-sessions in Strands are not reported on. Information about a particular sub-session can be obtained by contacting the New England Program in Teacher Education.

TABLE X - PARTICIPANT RATINGS OF STRANDS

STRAND	CLIMATE (above 30%)	CONTENT(% rating 4+5)	INVOLVEMENT (% rating 4+5)	LEARNING (all items)
I - Law and Education	Informative 62% Relevant 45% Open 41% Helpful 34%	60%	43%	Attitude 40% Concept 47% Process 21% Application 30% Material 24%
II - Evaluation	Open 53% Informative 48% Usable 48%	73%	60%	Attitude 30% Concept 53% Process 40% Application 40% Material 27%
III - MIS	Helpful 76% Informative 65% Usable 47% Open 41% Relevant 41%	65%	30%	Attitude 12% Concept 35% Process 82% Application 70% Material 65%
IV - Designing In-Service	Relevant 67% Helpful 67% Informative 63% Usable 53% Open 53% Stimulating 39%	72%	77%	Attitude 44% Concept 44% Process 89% Application 55% Material 39%
V - Alternative Resources	Helpful 56% Informative 44% Open 38%	63%	44%	Attitude 6% Concept 25% Process 63% Application 56% Material 19%

TABLE X (Continued)

STRAND	CLIMATE (above 30%)	CONTENT(% rating 4+5)	INVOLVEMENT (% rating 4+5)	LEARNING (all items)
VI - Arts and Humanities	Open 59% Stimulating 57% Helpful 48% Informative 38% Relevant 35%	73%	62%	Attitude 41% Concept 46% Process 38% Application 57% Material 38%
VII - Early Childhood	Informative 53% Helpful 45% Open 43% Relevant 37%	57%	43%	Attitude 25% Concept 45% Process 31% Application 31% Material 29%
VIII - Native American	Relevant 56% Helpful 54% Stimulating 54% Informative 51% Open 46% Usable 30%	82%	68%	Attitude 68% Concept 33% Process 26% Application 30% Material 18%
IX - Bilingual- Bicultural	Informative 66% Relevant 41% Helpful 41% Stimulating 38% Open 37%	74%	52%	Attitude 34% Concept 60% Process 38% Application 26% Material 20%
X - Exceptional Child	Informative 66% Relevant 52% Helpful 50% Open 43% Stimulating 37%	73%	48%	Attitude 47% Concept 53% Process 39% Application 32% Material 27%
XI - Youth Advocacy	Open 56% Informative 54% Helpful 41% Stimulating 36% Relevant 35%	68%	63%	Attitude 42% Concept 54% Process 29% Application 30% Material 27%

TABLE X (Continued)

STRAND	CLIMATE (above 30%)	CONTENT(% rating 4+5)	INVOLVEMENT (% rating 4+5)	LEARNING (all items)
XII - Politics of Impro- ving Schools	Open 62% Helpful 38% Stimulating 36% Usable 36% Relevant 30% Informative 30%	79%	84%	Attitude 54% Concept 36% Process 62% Application 36% Material 7%
XIII - Training Complexes	Open 54% Informative 52% Helpful 46% Relevant 41% Usable 34%	63%	55%	Attitude 21% Concept 43% Process 50% Application 38% Material 33%
XIV - Community	Open 57% Helpful 55% Informative 51% Usable 46% Stimulating 33% Relevant 31%	73%	70%	Attitude 33% Concept 43% Process 59% Application 41% Material 35%
XV - Demon- stration	Helpful 61% Informative 61% Open 57% Usable 46% Relevant 42% Stimulating 33%	69%	57%	Attitude 16% Concept 48% Process 61% Application 54% Material 45%
XVI - How to Crash	SMALL NUMBER OF RATINGS			
XVII - Multi- Cultural Education	Helpful 61% Informative 61% Stimulating 51% Open 49% Relevant 43% Usable 36%	87%	66%	Attitude 44% Concept 54% Process 41% Application 23% Material 25%

TABLE X (Continued)

STRAND	CLIMATE (above 30%)	CONTENT(% rating 4+5)	INVOLVEMENT (% rating 4+5)	LEARNING (all items)
XVIII - Moral Education	Open 89% Stimulating 85% Informative 82% Relevant 68% Helpful 64% Usable 57% Insightful 50% Responsive 50% Provocative 46%	96%	93%	Attitude 75% Concept 89% Process 68% Application 46% Material 46%
XIX - Planning and Management at State and Local Levels	SMALL NUMBER OF RATINGS			

While attendance at Strand Sessions was well distributed across all role groups, many Strands and sub-sessions had predominant attendance by the given role group for whom the Strand or session was designed. In contrast, the Team Leader and Teacher role groups explored all the kinds of sessions. The content for teaching focus of many Strands or sub-sessions of Strands may have provided Teacher and Team Leader relevant sessions.

TABLE XI - SUB-SESSIONS WHERE TEACHER RATINGS PREDOMINATED

<u>Wednesday</u>	
(a) Strand X - sub-session	Drug and Alcohol Education in Schools
(b) Strand XI - sub-session	Affective Education Strategies for Troubled Youth
(c) Strand XI - sub-session	Every Kid a Success: Critical Elements for Improving Schools
(d) Strand XIII - sub-session	Designing Appropriate Support Mechanisms for Teachers
<u>Thursday</u>	
(a) Strand XV - sub-session	Precision Teaching

What is of note is the number of such opportunities; something that may have been intuitive rather than explicit in the Conference design. Certainly exploration and diversity by Teachers and Team Leaders are encouraged by this inclusion of such content sessions in each strand. Such similar content inclusion in all strands for other concerns (such as community, evaluation) might be considered. Some concern might arise by the kinds of sessions Project Directors did not rate.

TABLE XII - SESSIONS FOR WHICH NO PROJECT DIRECTOR SUBMITTED RATINGS

- A. UTILIZING INTERPERSONAL AND GROUP PROCESSES TO AFFECT TEAMING
- B. INTER-AGENCY COOPERATION FOR COMMUNITY EDUCATION
- C. THE DEVELOPMENT OF SUGGESTED CRITERIA FOR STATE REVIEW OF TEACHER CORPS PROPOSALS
- D. SITUATIONAL LEADERSHIP AND THE HUMAN SIDE OF THE ORGANIZATION
- E. EARLY ASSESSMENT AND TRAINING IN REASONING AND PROBLEM SOLVING IN PRE-SCHOOLERS WITH SPECIAL NEEDS
- F. SCHOOLS AND YOUTH: CONFRONTATION OR RESOLUTION?
- G. HELPING PEOPLE HELP THEMSELVES
- H. ALL ALONE OR PART OF A TEAM?
- I. CHANGING SEX ROLE STEREOTYPES
- J. COALITION OF INDIAN CONTROLLED SCHOOL BOARDS
- K. AN OVERVIEW OF OPERATIONAL PROBLEMS IN BILINGUAL-BICULTURAL EDUCATION
- L. EVERY KID A SUCCESS: CRITICAL ELEMENTS FOR IMPROVING SCHOOLS (YOUTH ADVOCACY)
- M. COMMUNITY ALTERNATIVES FOR JUVENILE AND ADULT FEMALE OFFENDERS (YOUTH ADVOCACY)
- N. AN AGENDA FOR MULTI-CULTURAL TEACHER EDUCATION

Items (B), (F), (G), (J), (M), and (N) seem to be community role group related sessions. Items (A), (D), (G), and (H) are team building oriented. That these sessions were not rated or reported as attended by directors remains one of the interesting puzzlements in the information.

TABLE XIII - PREDOMINANT RATING OF A STRAND BY A ROLE GROUP

Strand	Role Group
<u>Tuesday:</u>	
(a) I - Law and Education	PRINCIPAL
(b) II - Evaluation	PROGRAM DEVELOPMENT SPECIALIST
(c) III - MIS for In-Service Education	PROJECT DIRECTOR
(d) IV - Designing In-Service Staff Development	TEAM LEADER
(e) V - Alternative Resources	COMMUNITY COORDINATOR
(f) VI - Arts and Humanities in Education	TEACHER
<u>Wednesday:</u>	
(g) IX - Bilingual Education	TEAM LEADER
(h) X - Exceptional Child	TEACHER
(i) XI - Youth Advocacy	COMMUNITY COORDINATOR
(j) XII - Politics of Improving Schools	PRINCIPAL
(k) XIII - Training Complexes	PROGRAM DEVELOPMENT SPECIALIST
<u>Thursday:</u>	
(l) XVIII - Teacher as Values and Moral Educator	TEACHER AND TEAM LEADER

The Strands, as did the sessions, clearly had high impact on participants. The kinds of response indicate that consciousness was raised about important and significant content and trends, that contact was provided with relevant people, and ideas, and that some useful products, processes, and persons were available. The following charts describe the Strands with highest impact in the key areas of Content, Involvement, Informative, and Helpful.

TABLE XIV - RANKING OF STRANDS BY PARTICIPANTS

Highest (above 75%)

Content

Moral Ed	96%
Multi-Cultural Ed	87%
Politics of Improving Schools	79%
Native American	79%

Involvement

Moral Ed	93%
Politics of Improving Schools	84%
Designing In-Service	77%

Lowest

Content

Early Childhood	57%
Law and Education	60%

Involvement

MIS	30%
Early Childhood	43%
Law and Education	43%
Alternative Resources	44%

TABLE XV - STRANDS HIGHEST ON SELECTED CLIMATE DESCRIPTORS

INFORMATIVE (over 60%)

Moral Education	82%
Exceptional Child	66%
Bilingual-Bicultural	66%
MIS	65%
Designing In-Service	63%
Law and Education	62%
Demonstration	61%
Multi-Cultural	60%

TABLE XV - STRANDS HIGHEST ON SELECTED CLIMATE DESCRIPTORS (continued)

<u>HELPFUL (over 60%)</u>	
MIS	76%
Designing In-Service	67%
Moral Education	64%
Multi-Cultural	61%

TABLE XVI - STRANDS WITH HIGHEST LEARNING RANKING

<u>Over 80%</u>			
Concept	(89%)	Moral Education	
Process	(89%)	Designing In-Service	
Process	(82%)	MIS	
<u>Over 70%</u>			
Attitude	(75%)	Moral Education	
Application	(70%)	MIS	
<u>Over 60%</u>			
Process	(68%)	Moral Education	
Attitude	(68%)	Native American	
Material	(65%)	MIS	
Process	(63%)	Alternative Resources	
Process	(62%)	Politics of Improving Schools	
Process	(61%)	Demonstrations	

The Teacher as Values and Moral Educator strand definitely had the highest impact. It is the only strand where attitude is as high as concept and process, and where all the positive climate descriptors receive a high rating including provocative (46%). High Process learnings are noteworthy for the Designing In-Service and MIS strands. As a whole, the figures suggest a significant discrimination among participants about what is useful and new.

OTHER SESSIONS COMMENTS:

Thursday Role Group Sessions were not well received. Except for the Principal group, the sessions were reported as lacking focus and leadership.

Networks were requested to provide follow-up experiences about the following (in rank order):

1. Teacher as Moral Educator
2. Politics of Improving Schools
3. Training Complexes
4. BSL and IGE
5. Community Projects in Multi-Cultural Society
6. Reading Diagnosis
7. System-Building Problems in Teacher Corps Projects
8. Proposal Writing

This might be a commentary on impact and usefulness of sessions back home and areas of need for developing concrete skills as individuals.

CONCLUSION:

Individual sessions were the source of organized content for impact on participants' learning, project curriculum, and Teacher Corps directions. The critique was able to trace some impact on individuals and some impact on projects. Individual sessions which participants wanted more of at the Conference were:

- project team meeting time
- formal inter-project contact time
- in-depth review and analysis of topics selected by Projects such as "Change," "Moral Education," "Law and Education," to allow for real analysis and decision about how projects might be modified to respond to these concepts.
- role group discussion focusing on useful solutions rather than role clarification exercises.

Individual sessions the participants wanted less of were:

- speeches at meals
- project descriptions or demonstrations
- lectures advertised as workshops

There is probably no end to the conclusions that could be drawn from the information gathered. We would prefer to stick to a relatively small number:

- (1) Participant response reveals an unplanned irresolution between whether the sessions themselves are intended to increase awareness or as learning or skill development opportunities.
- (2) Certain personalities (William Smith, Jesse Jackson, Charles Schwahn, Dale Mann, and Richard Hersh) emerge as having had a significant impact on participants.
- (3) Participant feelings about learnings arise when the materials and the presenter are seen as new and usable content to the individual.
- (4) Participants recognize and learn from quality presentations.
- (5) Bringing people together who share already well known positions guarantees nothing more than repetition.
- (6) Principals as a group took leadership and advantage of opportunities to influence inclusion in the policy processes of Teacher Corps.

D. Project Team Reports on Sessions

Each Project Team was asked to complete a daily Team report which asked what session was important, how did this session relate to project objectives, and what did the Team plan to do as a project as a result of the selected session.

The Evaluation/Critique Team analyzed the Team report sheets from several perspectives. One of these was to categorize the Team selected items in terms of the following categories of project impact: Project Management, Content of Curriculum, Community Component, Training Procedures.

Admittedly, the categories were not totally exclusive of one another. For example, a comment that is categorized as Curriculum might often have a relationship to Training. The chief distinction we observed is that if the citation was, for example, more heavily descriptive of a Content to be taught, then we called it curriculum; if it was more heavily a Process for absorbing a content or acquiring a skill, we called it Training.

We were interested in a variety of things. First, we were concerned about the relative frequency with which each category of impact would be touched upon by projects. Secondly, we wanted to see the type of interests expressed on certain days, the relative length of time over which a given interest would persist. We were curious as to whether or not an overall project impact gestalt of the Conference would emerge. We wondered if there would be a variety of ways such things as training needs would be addressed.

It must be pointed out that the participants themselves were interpreting what they were experiencing in terms of these broad categories; that is, they were selecting the component of their project they saw as most affected by a given session. The irregularities or vagaries of response occasionally forced us to interpret their meaning.

GENERAL OBSERVATIONS:

Management and curriculum were the two most frequently cited areas. A count of the number of data sheets collected reveals that we accumulated sixteen pages of citations in each of these two areas - Management and Curriculum - eight in training, six in community, and three in other. Each page contained an average of thirty-six citations.

The preponderance of responses in Management and Curriculum suggests a number of things. First of all, several sessions were specifically directed at introducing or installing a specific type of Management approach or Curriculum content, making other interpretations difficult. Secondly, a large number of the project team process for review, analysis, and reporting items focused on managing projects, people, resources and so forth. Thus, reports came with a predictable predisposition to record impact through management glasses. Thirdly, project teams easily translated a curriculum or content of something to be learned for oneself, taught to others, or installed in a project as a management concern. Thus there was, in a number of sessions, a coming together of the reason for project attendance at the Conference, the content of a session, and the role needs of some of the participants.

Each day, project team summary and evaluation reports were submitted. An analysis of these sheets reveals that some interests remained relatively consistent while others rose and fell. The grid below is a summary of the category interest from day to day.

TABLE XVII - FREQUENCY COUNT OF ITEMS OF PARTICULAR
INTEREST TO PROJECT BY COMPONENT

	<u>Monday</u>	<u>Tuesday (1/2 day)</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>TOTAL</u>
Training	51	59	68	23	201
Curriculum	96	58	95	60	309
Management	161	53	85	28	327
Community	<u>67</u>	<u>25</u>	<u>24</u>	<u>16</u>	<u>132</u>
TOTAL	375	193	272	127	969

As can be seen, the major areas of interest are Curriculum and Management. Clearly these two areas ought to be continually addressed in future conferences.

The relatively low frequency with which community concerns surface as project team priorities for action suggest several things: (a) the concern is not widely supported by projects; (b) insufficient understanding of the community component exists; (c) there is little interest in and little is expected from the community component, and (d) high interest in a session or strand by a community person or about a community related concept does not appear to surface readily at team meetings.

PROPOSED PROCEDURES FOR RELATING TO PROJECT:

In general, the procedures project teams envisioned for translating experiences to their own projects were the traditional ones.

An analysis of one hundred responses to how projects proposed to make use of content or learnings acquired during a session breaks out as follows:

- | | |
|--|----|
| 1. set up a workshop, small group activity, seminar: | 70 |
| 2. hire a consultant: | 11 |
| 3. obtain copy of materials: | 11 |
| 4. make a request of Teacher Corps Network: | 7 |
| 5. survey: | 6 |
| 6. acquire or utilize media: | 3 |
| 7. mention to administrative superiors: | 1 |

Two additional checks of sets of one hundred responses reveal similar patterning.

Items 2 and 3 appear to be very similar kinds of responses; that is, projects indicate that they were either going to bring the consultants to their projects or bring the materials as a substitute.

The heavy reliance on the Workshop/Small group activity/Seminar is consistent with several other trends in the overall responses, most notable of which is the dependence on internal project mechanisms for problem solving. The observation to make here is that, for good or ill, most project solutions are sought within rather than without. The overwhelming preponderance of this news should provoke some analysis of it.

In the above respect, it is worth observing that utilization of Teacher Corps Network resources is infrequently cited (7%).

DAILY TRENDS:

On Monday, projects were concerned about Training; for example, they saw the skill sessions on mastery teaching, in-service training, and professional development as relevant, useful, and productive towards influencing their training components. Project teams were able to indicate clearly how training methods presented in specific sessions related to their project objectives and to explain fully their follow-up procedures.

In the area of Curriculum, project teams reported high interest and participation in skills sessions which represented a concern for basic curriculum areas. Examples include skill sessions on reading is fundamental, CBTE research, mainstreaming, diagnostic/prescriptive techniques, and so forth. Projects were specific about how the sessions related to their project's objectives and what plans for follow-up there were.

In marked contrast to Training and Curriculum items on Monday, were the categories of Community and Management.

Community items selected for inclusion were not accompanied by a well developed project action plan. Despite the sixty-seven entries, there is no evidence of project focus, or direction of project impact. Responsibility for any community activity rests vaguely with somebody else, not with the project team as such.

Management items were treated in discrete parts, rarely seen as a synthesizing whole. Management items and evaluation items tend to blur. Plans for managing, planning, evaluating, documenting, and analyzing project activities as distinct functions were fuzzy.

Tuesday's sheets reveal a growing dissatisfaction with some aspects of the conference; facilities, length of meetings, noise level. With respect to the content of the Conference, participants reported selecting items from sessions which deal with Curriculum and Training components of projects while continuing to be vague about items that would impact Management and Community.

Wednesday saw a new focus for Management concerns, keyed perhaps by Dale Mann's talk on the politics of institutional change. Responses indicate more concern on projects as possible vehicles for change than at any time during the Conference.

Community concerns are treated as curricular matters suggesting inclusion in curriculum things such as mainstreaming rather than as independent processes or target audiences. Again, responsibility for development of community objectives was seen as the community coordinator's, not the project team's, concern.

Curriculum content concerns were important, too, as projects cited multi-cultural, youth advocacy, bilingual education, Indian education as productive sessions and necessary additions to be considered for inclusion in existing curricula.

Wednesday was seen as the best day of the Conference with Dale Mann's speech on "The Politics of Institutional Change" and Bill Maynard's session on "Every Kid a Success: Critical Elements for Improving Schools" reported as outstanding. This day, the Conference really dealt with the complexity of the Teacher Corps mission. The major uneven note of the day was the repeated remarks about interruptions by cameramen filming the Conference.

On Thursday, there seemed to be a return to more basic, less global concerns. Interest was heavy in documented processes and products for Training and Curriculum.

PROJECT STYLES:

Daily Project Team reports are where projects as projects reported impact of Conference activities on the project back home. Some interesting information about management style of projects appears consistently on these forms and should be taken into account when organizing the Conference and the feedback instruments. The Project Team reports document, which assumes a formal management system, indicates the following:

1. Teacher Corps Projects management styles fall into the following categories:
 - A. - have a formal system in place
 - B. - are willing to use a formal system
 - C. - have no formal system
 - D. - do not seem to know how to adopt or use a formal system

The great majority of projects fall into categories A and B; a significant minority fall into C and D. If the Teacher Corps insists on detailed formal management systems as part of its new thrust to demonstration, more than speeches and training will need to help type C and D projects adopt and utilize formal management systems.

2. Teacher Corps project selects an item for inclusion in their project action plans as a result of the following:
 - A. - excitement
 - B. - clarity of presentation
 - C. - similarity between project or person proposing solution and affected project
 - D. - applicability of solution to project operations
 - E. - relevance of project objectives
 - F. - research base of process or product

Most projects consistently had problems reporting relevance of what they decided to accept for action to the specific objectives of their own project. Comments about sessions pointed out interest as coming from excitement (attitude) or understanding (concept) rather than from demonstrated effect.

3. The high group building, high skills utilization expectation of projects asked for by Teacher Corps (Washington) guidelines and imbedded in the Conference was not consistent with project styles that were in operation at the Conference. The styles reported on Team reports tended to be more high group, low task or low relationship, high task.

Projects with assignments and defined decision processes did well at the Conference. Projects with needs to get together and work together did not find or structure adequate team building opportunities. In fact, starting with role groups on the first day encouraged a task completion focus rather than a project team building focus. A large number of activities which build warm and close relationships to Teacher Corps abounded. Projects had to fight to establish some of their own relationship building time. In that light, recreation may have been not an escape from task but more an intuitive search for relationship.

4. While Teacher Corps (Washington) has extensive statements of policy, regulations, and procedures with expectations, constraints, and alternatives well outlined, projects still request consistency about facts and decisions rather than further elaboration and justification.

Somehow consistent facts are not being transmitted in project understandable form. Respect for the autonomy of local projects is accepted as a Teacher Corps norm: local projects resist responsibility - taking responsibility or having responsibility - for modifying conditions, constraints, and limitations. The great majority of projects indicate careful, limited, minimal change Action Plans. For example, the concept of institutional change supported by Teacher Corps has been raised at this Conference by several speakers but inadequately dealt with in the project team reports. Change Agent One may well be ordered, and possibly read; little evidence is available that projects considered changing project objective or project processes as a result. In reality, few heard that suggestion from the Conference, if that was the intent.

COMMENTS:

There were many, many comments written on forms, in the margins, on the back of forms. Short of quoting them totally, there is no way of providing a full and accurate description of the content. We have selected quotes that explicate what a number of participants wrote.

(a) "Good conference. People were too tired today to get much out of conference."

"Team is tired, but not angry."

The combination comment about high quality, fatigue, and inordinate length was a frequent one. It suggests that no matter how good the Conference may be, there are time limitations, points of minimal return.

- (b) "Our project prides itself on time commitments and getting a schedule started. Why cannot the National Conference start in time and stay on schedule."
"Timing was bad for all sessions."

This type of observation was made frequently enough to indicate some pretty intense feelings about sticking to schedules and the like.

- (c) "We did not have time to discuss what we saw and heard today."

Perhaps another variation of the time question, this issue relates to an oft-cited need for some reflection time, for additional opportunity to analyze and study what is occurring.

- (d) "Sessions inspirational and informative."

"Excellent session. Content very appropriate."

Approving observations about the quality of the sessions were frequent. Very often the affective reaction to sessions was high. The Bilingual sessions, some of the Community focused sessions, the Values and Moral Educator session, and a variety of others were individually praised.

- (e) "Next time get some evaluators who know what they are doing."

There was some dissatisfaction with the frequent need to fill out a form. It should be added that participants continued, however, to fill them out at a very high return rate. Short of a masochistic interpretation, we concluded the process was functional despite the occasional murmur, though probably needing to ask fewer, more precise questions of project teams.

- (f) "Sometimes it is important to attend and find out that there are no new concepts different in their utilization from one's own program."

The notion that there is nothing new out there, that we are all muddling through, appeared often enough to suggest inquiry.

Project reports document the diversity of Teacher Corps: diversity in terms of types and interests of projects and participants, and diversity in terms of expectations from participants, projects, Teacher Corps and the profession. No project reported going back to the drawing boards as a result of the Conference. Some reported that cobwebs had been cleaned out; some content may be added to the curriculum in a given project; some will provide different methods for teaching in additional workshops, but little of what was originally planned will change. No one reports asking Teacher Corps for approval of project amendments.

Yet the Conference sought more than adding a little bit more of Curriculum, Training, Management, Community activity, it sought to present challenges, reinforcement, and enrichment for project teams as well as for individuals. Somehow, project teams need more encouragement to work together to learn more, to improve, and probably even to change what they are doing and what they have been approved to do if Teacher Corps conferences continue to talk about the politics and practice of change.

The present form of the Conference addresses individual and role group needs for more information, and new insights; it provides project teams with techniques and procedures for doing the job they plan to do more efficiently and with some sense of camaraderie. The Conference builds familiness, sense of direction, and even concern. Legal expectations, trends, expectations, and even acceptable practice is presented to and maybe even absorbed by individuals and projects. What may be suggested by the attempt to encourage project teams as groups to consolidate learnings of individuals and to plan action is a shift from talking about change to designing change. If the Conference continues to encourage project team examination and analysis, it may need to be clearer that a purpose of the Conference is to provide projects with the opportunity to develop together new, different, and improved ways of planning, organizing, and doing the business of Teacher Corps type teacher education.

E. Pre-Post Observations

The pre-post instruments asked for differences in learning expectations and learning achieved.

All role groups except Principals indicated lower ratings on how much they learned (post) as compared to how much they had expected to learn (pre). Only Interns and Team Leaders indicated less knowledge about specific items at the end of the Conference than they thought they had at the beginning.

Team Leaders	Interns
. evaluation	. managing
. curriculum development	. curriculum development
. community development	. decision-making

While some of these areas may be of less concern to Team Leaders and Interns than to other role groups, the curriculum development item might merit some concern and further examination.

Comments abounded in the post instrument. For all role groups except Deans, there is at least a doubling, some quadrupling of the number of comments on the post instrument as compared to the pre instrument. 75% of participants' comments were positive, 20% were concrete suggestions for change, and 5% were negative. Most suggestions came from those who would provide for different sessions for participants or projects which served urban - rural, elementary - secondary, experienced - inexperienced constituencies and from those who would prefer more cross project and cross cycle communication and interaction. The comments indicating the greatest degree of dissatisfaction with the Conference were made by Program Development Specialists, Site Coordinators, and Community Participants.

The sequence of sessions seemed to concern many participants. Some wanted more role group time early, others wanted more content strands, specifically moral

education sessions earlier. Some commented that learning impact occurred early in the day. A large number specifically mentioned eight days as too long; a few wondered about holding a new start developmental conference immediately before the National Conference. Many asked for more space between sessions to allow for time to reflect, interact, interchange, and recreate. Many asked that descriptions of content and process of sessions be more precise and state (a) what focus and criteria have been applied to identifying and selecting the substance to be presented at a particular session, and (b) how the content of and product available at a session are expected to have impact on individuals or projects. Participants seek knowledge of theoretical underpinnings for session as distinct from examples of application of theory in practice.

The post questionnaires are rampant with comments about video documentation of the Conference itself. While some seemed irritated by the visual interruptions, others felt mistreated and disrupted in their learning. Suggestions focused on the need to set up for filming before a session and to film without interrupting the normal process of the session. While documentation is accepted, participants perceived some of the filming procedures as disruptive.

F. General Observations

We wish to state a number of generalizations or summary comments which emerge from the data gathered. Certainly, some of them have been implicit in our remarks thus far. But our belief in the power of synthesis and redundancy is such that we feel it important to collect some of them in one place.

1. Participants tended to lay on the Conference their own professional and project agendas. Projects tended to lay on the Conference the responsibility for providing project time.
2. Participants and Projects evidenced a willingness to participate in all activities of the Conference.
3. Participants and Projects need to themselves structure more sharing, feedback, analysis, and consolidation activities even if this means shifting some Conference scheduled events.
4. Participants and Projects need clearer statements about the purposes, design, and limitations of the Conference, sessions, strands, and other activities.
5. Participant ability to recognize "conning" was high; patronizing continues to be abhorred.
6. Powerful presentors, e.g., Jackson, Hersh, and Mann, enlighten, enliven, and enrich a Conference.
7. Participants do not like food and presentation combinations.
8. Unprofessional behavior, particularly lack of preparation for a presentation, is destructive.

9. Something to take home is important, be it materials, a skill, or a new concept. Sessions that leave participants with the impression their work and their projects are important are valuable.
10. Scheduling a large number of dissimilar yet significant sessions at the same time increases the opportunity for participants to select the known, the expected, rather than the unknown or the challenging.
11. Attendance at sessions decline as the day goes on; attendance at the Conference declines as the days go on.

At the completion of the Conference, participants received a brief evaluation/critique statement. In it we included ten recommendations. Our subsequent study of the data and materials and the accompanying deliberations have not led us to withdraw any of those initial recommendations. We have, therefore, presented them here with some clarifications and amplifications.

G. Ten Recommendations

The Conference tried to serve individuals as professionals as well as Teacher Corps projecteers. It served projects in need of more information, improved process and products, and directions. It served the Teacher Corps itself as it sought to create a coherent and compatible sense of Mission. The Conference was aware that individuals, projects, roles, Teacher Corps, and professionals all had to find something there to encourage growth, communications, self examination and even change.

The basic underlying theme of this report is that the Project Team should become the clear, definite organizing principle of the Conference. Such a focus would make real the following. Improving the Project plan of action is the primary reason for holding the Conference. The Project is the unit that consolidates and coordinates individuals, roles, programs, and components to deliver improved teacher education in a school. The growth of individuals in professional awareness, knowledge, and competence is for the purpose of improved project delivery. Strands seem the most cohesive pattern for delivery of this focus.

With that in mind, we recommend:

1. The National Conference should last no more than four days. This means one should not schedule an intensive two day activity immediately preceding the Conference for a large number of the participants. These participants' attention, learning, participation, and ability to translate learnings to project specific use was significantly affected.
2. Emerging new roles require more focus and concern than already established and legitimized roles. Should the conference continue to invite a wide range of role groups and constituencies, specific legitimate learning and consolidation activities must be provided for all role groups and constituencies.

3. The National Conference should legitimize participant and project use of 25% of their available time for planning, thinking, talking, reflection, synthesis, analysis, and redesign. This means the projects and individuals should be told they are expected to schedule their time to allow for this, not that the Conference should schedule it.
4. The National Conference should provide sessions which assist projects in designing follow-up activities back at the local site that move beyond the conventional discussion, consultant, workshop, meeting modes. The intent should not be to spoonfeed but rather to provide opportunities to develop practical alternative plans of action.
5. The National Conference should increase exposure of all role groups to Community. This may mean a larger number and different type of sessions relating to the Community Component in all areas: Strands, Skill Sessions, General Sessions. The parity of the Community in project planning, implementation, curriculum development, evaluation and documentation needs to be made more visible, even if this requires a significant decrease in professional content.
6. The National Conference should continue to invite controversial and trend setting presentors. New ideas should be introduced early in the Conference and in the day.
7. The National Conference design, its logic and sequence, as well as its purposes and limitations, should be reiterated often. Particular legislative mandates requiring redirection should be identified early and continuously referred to.
8. The National Conference should continue its extensive documentation and evaluation practices. Much sharper focus should be given to these activities to make them even more purposeful, precise, helpful, and unobtrusive.

9. Presentors should be made aware of the intent of the Conference - to raise consciousness, to share information, to present needed skills or products.

Presentors should be cautioned:

- (a) to describe applications of theory. Descriptive presentations are preferred over logical, consistent, abstract lectures.
- (b) to provide handouts and some descriptive materials about how the content or process could be adapted in a Teacher Corps project. Reading handouts is not advisable.
- (c) to use clear and direct media and if needed, bring their own equipment and set up well in advance.
- (d) to recognize time limits, to come early, and to bring a session to a coherent organized conclusion.

10. The National Conference should exist. It has developed a momentum which may be leading to its being asked to be all things to all people. It may be time to examine the quality and diversity of sessions provided for individuals and for projects and to refocus intent. There is much evidence that the amount of content may be simply too much. There is some evidence that concept formation and application of insights may be being overwhelmed by articulation of usable processes and appropriate attitudes. Participants and Projects can usefully identify and process so much. Individuals, Projects, Teacher Corps and teacher education in general need the opportunity for exchange the National Conference provides.

And that is it. The Critique Team has become more and more aware of the ideas, insights, and observations this report has filtered out. In our judgment, these remarks provide you the opportunity to explore the potential dangers and dimensions of your National Conference. We welcome your comments, clarifications, and suggestions. We thank you for the opportunity to serve.

APPENDIX

CONFERENCE CRITIQUE MATERIALS

I. General Instructions

1. This *set of materials* is to be used to provide continuous and immediate information about the Conference to Individuals, Projects, Networks, the Conference Coordinator and to the Conference Evaluator. The materials you will find in the folder are the following:

- (1) a set of instructions (this document)
- (2) a pre-questionnaire packet
- (3) daily Project Team Evaluation Report sheets
- (4) daily Individual Evaluation Report packets
- (5) a post-questionnaire packet

The PRE-QUESTIONNAIRE is intended to provide a basis for determining the entry level of individuals and teams to the conference.

The DAILY INDIVIDUAL EVALUATION REPORT is the key document to determine the impact of the conference sessions on individuals. Each column should be used to evaluate an individual session including major presentations, speeches as well as small work sessions. The more comprehensive the information you provide about the various types of sessions, the more useful the evaluation can be for everyone. Extra forms are available from the Network Executive Secretary if the number of sessions to be evaluated exceeds the number of columns available.

You will note that each day is color coded. It is important to report the session on the proper daily evaluation form. PLEASE USE A BALLPOINT PEN TO COMPLETE ALL FORMS.

Sunday/Monday—red
Tuesday—blue
Wednesday—green
Thursday—black

The DAILY PROJECT TEAM EVALUATION REPORT is the key document to determine impact of the conference sessions on the project itself. You are asked as a team to select your priority items for follow-up and to report on your selection. This report also provides some insight about some of the most significant activities at the conference.

A POST-QUESTIONNAIRE is intended to provide some measure of change in individual learning during the conference. It should be completed and handed in by Thursday at 9:00 p.m.

II. Specific Instructions

1. Each *individual* is expected to complete the PRE-QUESTIONNAIRE, the daily INDIVIDUAL EVALUATION REPORT, and the POST-QUESTIONNAIRE. These forms should be handed into the Project Director as soon as completed. You should tear off the bottom sheet for your individual records. The daily PROJECT TEAM EVALUATION REPORT sheet will be kept for your team records.
2. Each *project team* is expected to complete the daily PROJECT TEAM EVALUATION REPORT as a team. Each individual has been provided with a worksheet. Each project director has been provided with a report packet on which to record team decisions.
3. The *project director* is expected to
 - (1) collect from all individuals—PRE-QUESTIONNAIRE packets, daily EVALUATION REPORT packets, POST-QUESTIONNAIRE packets. The *last* page of each packet is for the individual participant and should be retained by them. The *second last* page is for the project and should be retained by the project director. Give the remaining sheets to the Executive Secretary of your Network.
 - (2) complete the daily PROJECT TEAM EVALUATION REPORT. The *last* page of this packet is for the project and should be retained by the project director. Give the remaining sheets to the Executive Secretary of your Network.
 - (3) hand in to NETWORK Executive Secretary—PRE-QUESTIONNAIRE packets, daily INDIVIDUAL EVALUATION REPORT packets, daily PROJECT TEAM EVALUATION REPORT packets, POST-QUESTIONNAIRE packets. Each item handed in to the Executive Secretary should be a two-page packet at this stage. Both daily report packets should be the same color.
 - (4) collect any comments the project may have about the evaluation process and report these to the Executive Secretary.
4. The *Executive Secretary* is expected to collect the evaluation packets from each project director and to hand in one copy of each item to the conference evaluator. The Executive Secretary also completes an INDIVIDUAL EVALUATION REPORT daily and hands it in. The Executive Secretary also provides each project with the
 - Daily PROJECT TEAM EVALUATION packet
 - advice and assistance in completing forms
 - comments and suggestions on accuracy and completeness of documents received
 - comments and suggestions about the evaluation process from the projects.

5. The *Teacher Corps Washington Staff* is expected to complete all evaluation instruments and hand them in daily.
6. The *Conference Evaluator* will report to the project directors on Wednesday morning about the participation in the evaluation process and preliminary PRE conference and Day One analysis.

On Friday, the conference evaluator will present general characteristics of the conference and themes for improvement as indicated in the information collected.

After the conference the Conference Evaluator will prepare a Review of the Conference Critique for distribution to each project.

7. *Schedule of evaluation events*

After registration

- (1) complete PRE-QUESTIONNAIRE
- (2) submit to project director
- (3) project director submits to Network Executive Secretary

Monday

- (1) complete daily INDIVIDUAL EVALUATION REPORT
- (2) submit to project director
- (3) complete daily PROJECT TEAM EVALUATION REPORT
- (4) project director submits to Network Executive Secretary

Tuesday—FREE

Wednesday

- (1) evaluator meets with project directors to inform about completeness and characteristics of information provided
- (2) complete daily INDIVIDUAL EVALUATION REPORT for Tuesday and Wednesday
- (3) submit to project director
- (4) complete daily PROJECT TEAM REPORT for Tuesday and Wednesday
- (5) project director submits to Network Executive Secretary

Thursday

- (1) complete daily INDIVIDUAL EVALUATION REPORT for Thursday
- (2) submit to project director
- (3) complete daily PROJECT TEAM EVALUATION REPORT for Thursday
- (4) complete POST-QUESTIONNAIRE and submit to project director
- (5) project director submits to Network Executive Secretary

Friday

- (1) evaluator reports on characteristics to project directors
- (2) project directors discuss report for implications

After Conference

- (1) Critique Report prepared by evaluator

RG/NEPTE
July 17, 1976

P R E

Network _____	Role Group (circle as applies)			
	1. Teacher	7. Principal	14. Other _____	
	2. TC Washington Staff	8. Program Development Specialist		
	3. Team Leader	9. Intern		
	4. School Community Council Chairperson	10. Executive Secretary		
	5. Site Coordinator	11. Dean		
	6. State Education Agency Representative	12. Director		
		13. Community Coordinator		

Date of Arrival (circle one)	July 16 Friday	July 17 Saturday	July 18 Sunday	July 19 Monday	July 20 Tuesday
	July 21 Wednesday	July 22 Thursday			

CONTENT	how much I expect to learn	how much I already know
	NORM ↑	NORM ↑
about Project Team Expectations	low 1 2 3 4 5 high	low 1 2 3 4 5 high
about Teacher Corps Washington Expectations	low 1 2 3 4 5 high	low 1 2 3 4 5 high
about what works		
- for teaching	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for training	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for managing	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for evaluation	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for curriculum development	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for community development	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for decision making	low 1 2 3 4 5 high	low 1 2 3 4 5 high
about other Teacher Corps Projects	low 1 2 3 4 5 high	low 1 2 3 4 5 high
other _____	low 1 2 3 4 5 high	low 1 2 3 4 5 high
other _____	low 1 2 3 4 5 high	low 1 2 3 4 5 high
other _____	low 1 2 3 4 5 high	low 1 2 3 4 5 high
other _____	low 1 2 3 4 5 high	low 1 2 3 4 5 high
other _____	low 1 2 3 4 5 high	low 1 2 3 4 5 high

Comments:

PROJECT TEAM EVALUATION REPORT

PROJECT _____

TUESDAY

A. List items of particular interest to project:

	<u>concept, material, process, application, attitude</u>	<u>title of session learned in</u>	<u>relation to project objectives</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

B. Planned follow-up action in project on items listed in A:

	<u>what</u>	<u>when</u>	<u>how</u>	<u>who</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

C. Resources identified:

<u>Organizations</u>	<u>Personnel</u>	<u>Materials</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

D. Comments:

INDIVIDUAL EVALUATION REPORT - THURSDAY

Role Group (circle as applies)

- | | | | | |
|------------------------|--|-----------------------------------|-------------------------|---------------------------|
| 1. Teacher | 4. School Community Council Chairperson | 7. Principal | 10. Executive Secretary | 13. Community Coordinator |
| 2. TC Washington Staff | 5. Site Coordinator | 8. Program Development Specialist | 11. Dean | 14. Other _____ |
| 3. Team Leader | 6. State Education Agency Representative | 9. Intern | 12. Director | Network _____ |

Session Title _____

A. Attendance:

- | | |
|---------------------|----------------|
| 1. beginning to end | 3. left early |
| 2. came late | 4. other _____ |
| norm | |

B. Rating:

- | | |
|-------------|--------------------------|
| space | poor 1 2 3 4 5 excellent |
| time | poor 1 2 3 4 5 excellent |
| content | poor 1 2 3 4 5 excellent |
| involvement | poor 1 2 3 4 5 excellent |

C. Learning:

What can you do as a result of session?

What have you learned at session?

- (circle as many as apply)
- | | | |
|---------|-------------|-------------|
| process | application | attitude |
| concept | material | other _____ |

D. Climate:

- | | | |
|------------|-------------|-------------|
| open | helpful | usable |
| relevant | stimulating | provocative |
| difficult | informative | dull |
| boring | irrelevant | unnecessary |
| responsive | insightful | other _____ |

E. Recommendation for follow-up by my project:

- | | |
|-----------------------|--------------------|
| 1. no interest | 4. acquire product |
| 2. interesting notion | 5. recommend to |
| 3. contact presenter | network |

F. List Products available to participants:

G. Comments on session:

Session Title _____

A. Attendance:

- | | |
|---------------------|----------------|
| 1. beginning to end | 3. left early |
| 2. came late | 4. other _____ |
| norm | |

B. Rating:

- | | |
|-------------|--------------------------|
| space | poor 1 2 3 4 5 excellent |
| time | poor 1 2 3 4 5 excellent |
| content | poor 1 2 3 4 5 excellent |
| involvement | poor 1 2 3 4 5 excellent |

C. Learning:

What can you do as a result of session?

What have you learned at session?

- (circle as many as apply)
- | | | |
|---------|-------------|-------------|
| process | application | attitude |
| concept | material | other _____ |

D. Climate:

- | | | |
|------------|-------------|-------------|
| open | helpful | usable |
| relevant | stimulating | provocative |
| difficult | informative | dull |
| boring | irrelevant | unnecessary |
| responsive | insightful | other _____ |

E. Recommendation for follow-up by my Project:

- | | |
|-----------------------|--------------------|
| 1. no interest | 4. acquire product |
| 2. interesting notion | 5. recommend to |
| 3. contact presenter | network |

F. List Products available to participants:

G. Comments on session:

Session Title _____

A. Attendance:

- | | |
|---------------------|----------------|
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F. List Products available to participants:

G. Comments on session:

Session Title _____

A. Attendance:

- | | |
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| 1. beginning to end | 3. left early |
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B. Rating:

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|--------------|--------------------------|
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E. Recommendation for follow-up by my Project:

- | | |
|-----------------------|--------------------|
| 1. no interest | 4. acquire product |
| 2. interesting notion | 5. recommend to |
| 3. contact presenter | network |

F. List Products available to participants:

G. Comments on session:

POST

Network _____	Role Group (circle as applies)	
	1. Teacher	7. Principal 14. Other _____
	2. TC Washington Staff	8. Program Development Specialist
	3. Team Leader	9. Intern
	4. School Community Council Chairperson	10. Executive Secretary
	5. Site Coordinator	11. Dean
	6. State Education Agency Representative	12. Director
		13. Community Coordinator

Date of Departure (circle one)	July 18 Sunday	July 19 Monday	July 20 Tuesday	July 21 Wednesday	July 22 Thursday
	July 23 Friday				

CONTENT	how much I learned	how much I know
	low 1 2 3 4 5 high	low 1 2 3 4 5 high
about Project Team Expectations	low 1 2 3 4 5 high	low 1 2 3 4 5 high
about Teacher Corps Washington Expectations	low 1 2 3 4 5 high	low 1 2 3 4 5 high
about what works		
- for teaching	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for training	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for managing	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for evaluation	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for curriculum development	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for community development	low 1 2 3 4 5 high	low 1 2 3 4 5 high
- for decision making	low 1 2 3 4 5 high	low 1 2 3 4 5 high
about other Teacher Corps Projects	low 1 2 3 4 5 high	low 1 2 3 4 5 high
other _____	low 1 2 3 4 5 high	low 1 2 3 4 5 high
other _____	low 1 2 3 4 5 high	low 1 2 3 4 5 high
other _____	low 1 2 3 4 5 high	low 1 2 3 4 5 high
other _____	low 1 2 3 4 5 high	low 1 2 3 4 5 high
other _____	low 1 2 3 4 5 high	low 1 2 3 4 5 high

Comments: